

FILE C

Social Studies:

**Item Information and Scoring Guide Reference
Sheet and Quantities of Items by TypeC-2**

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Social Studies

Item Information and Scoring Guide Reference Sheet and Quantities of Items by Type

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) items are scored. These pages contain the text for each item accompanied by the following information.

- **MC#:** the multiple-choice item position
- **Key:** the letter of the correct answer for the multiple-choice item
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

MAINE 2002–2003

Social Studies Grade 11

The table below shows the quantities of released items for each item type. Item information for all item types and scoring information (guides and training notes) for all constructed-response items follow.

QUANTITIES OF ITEMS BY TYPE

MC	CR
24	6

**Items with Keys, Learning Results, Scoring Guides,
Training Notes, and Student Responses**

1. In different types of economic systems, there are different factors that influence economic decisions. In colonial times, early settlers came to the New World planning to take up the same jobs their families had always done and farm the same crops their families had always grown. This kind of economic decision making is typical of a
- A. command economic system.
 - B. traditional economic system.
 - C. market economic system.
 - D. mixed-market economic system.

MC#: 1

Key: B

Learning Results: Economics C-1

Comparative Systems

- C Students will analyze how different economic systems function and change over time. Students will be able to
- 1 explain the impact of cultural values on economic decisions, using at least two examples.

- Truman Doctrine
- Space race
- Containment Policy
- Domino theory
- Berlin Wall

2. All of the above are **most closely** associated with

- A. the Korean War.
- B. World War I.
- C. World War II.
- D. the Cold War.

MC#: 2

Key: D

Learning Results: History B-1

Historical Knowledge, Concepts, and Patterns

B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to

1 demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to:

Industrialization

The Cold War (and its ending)

The Vietnam Era

Watergate

The Great Depression

WWI and WWII

Civil Rights Movement

3. Voters are required to register in order to
- A. provide census information.
 - B. prevent election fraud.
 - C. encourage membership in a party.
 - D. discourage uninformed voting.

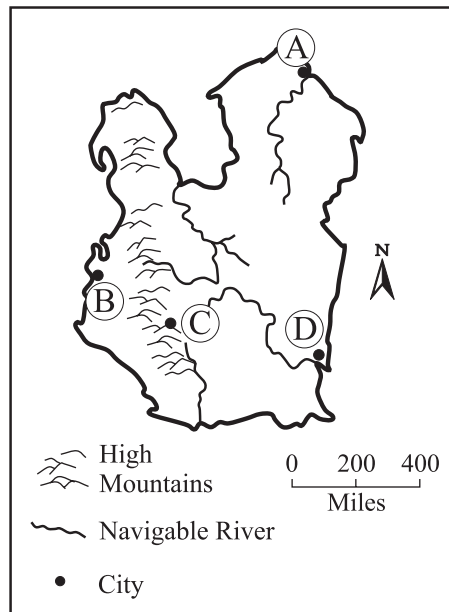
MC#: 3

Key: B

Learning Results: Civics and Government A-4

Rights, Responsibilities, and Participation

- A Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to
- 4 demonstrate an understanding of the processes of voter registration and voter participation.



4. Which landform would **most likely** be found near city A?
- A. a delta
 - B. a peninsula
 - C. a plateau
 - D. a volcano

MC#: 4

Key: A

Learning Results: Geography A-1

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 1 use mapping to answer complex geographic and environmental problems.

North America



5. Some geographers consider Mexico to be part of North America, while other geographers argue that Mexico is part of Latin America. Which statement **best** supports the idea that Mexico is part of North America?
- A. Mexico and North America have political ties based on similar political parties.
 - B. Mexico and North America have economic ties based on common currency.
 - C. Mexico and North America have cultural ties based on a common language.
 - D. Mexico and North America have physical ties based on geographic location.

MC#: 5

Key: D

Learning Results: Geography A-3

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 3 understand how cultural and technological features can link or divide regions.

6. Which **best** describes the economic term “net income”?
- A. the value of your job benefits such as health insurance
 - B. the money you have left after all your living expenses are paid
 - C. your take-home pay after deductions
 - D. your weekly salary multiplied by 52

MC#: 6

Key: C

Learning Results: Economics A-1

Personal and Consumer Economics

- A Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to
- 1 conduct a cost benefit analysis of a personal or business decision.

7. The purpose of advertising can be to inform, to influence, or to do both. All of the following give **factual** information about a vacation area **except**
- A. daily cost per person for rooms.
 - B. events and activities available.
 - C. testimonials by previous famous visitors.
 - D. transportation costs and car rental rates.

MC#: 7

Key: C

Learning Results: Economics B-3

Economic Systems of the United States

- B Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to
- 3 explain the positive and the negative impacts of advertising techniques on consumer behavior.

8. In recent years, the United States has had a trade deficit—it buys more than it sells. Which of the following would be **most likely** to lower the trade deficit?
- A. increasing exports and reducing imports
 - B. lowering the quality of exported goods
 - C. increasing taxes on exports
 - D. eliminating all strategic exports

MC#: 8

Key: A

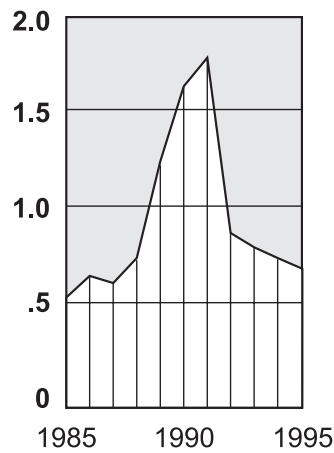
Learning Results: Economics D-2

International Trade and Global Interdependence

- D Students will understand the patterns and results of international trade. Students will be able to
- 2 evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, stable government).

Legal Immigration

*Number of legal immigrants
entering the United States
(in millions)*



9. Based on the information in the graph, which of the following is the **best** conclusion?
- A. People no longer wanted to immigrate to the United States in the 1990s.
 - B. The number of legal immigrants declined in the 1990s.
 - C. The United States admitted too many immigrants in the 1990s.
 - D. The number of illegal immigrants rose in the 1990s.

MC#: 9

Key: B

Learning Results: Geography A-1

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 1 use mapping to answer complex geographic and environmental problems.

10. You are writing a report about the early 1900s. This period, known as the Progressive Era, was a time of many social, economic, and political reforms. Which of the following would be the **best** example of a reform to the political system?
- A. The Pure Food and Drug Act was passed to make food and medicine safer for consumers.
 - B. Child labor laws were passed, limiting work hours and improving safety conditions.
 - C. Conservation was pushed by the president and more national parks were added.
 - D. A constitutional amendment was ratified, allowing the people to directly elect senators.

MC#: 10

Key: D

Learning Results: History A-1

Chronology

- A Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to
- 1 identify and analyze major events and people that characterize each of the significant eras in the United States and world history. (See suggested eras below.)

Eras in United States History

- The Americas to 1600
- The Colonial Era, 1500–1754
- The Revolutionary Era, 1754–1783
- Nation Building, 1783–1815
- The Expanding Nation, 1815–1850
- Civil War and Reconstruction, 1850–1877
- Development of the Industrial United States, 1865–1914
- The Progressive Era, 1890–1914
- Emergence of the United States as a World Power, 1890–1920
- The '20's: Prosperity and Problems
- Depression and The New Deal, 1929–1941
- World War II and Post War United States, 1939–1961
- Contemporary United States, 1961–Present

Eras in World History

- Emergence of Civilization to 1000 BC
- The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC–600 AD
- The Expansion and Interaction of Civilizations, 600 AD–1450 AD
- The Early Modern World, 1450–1800
- The World in the Nineteenth Century
- The World in the Contemporary Era

11. In recent years, Russia and other countries have been moving from a command economy to a market economy. A country moving from a command economy to a market economy will **most likely**
- A. increase government control of business.
 - B. establish a new political system.
 - C. reduce government control of business.
 - D. establish a new monetary system.

MC#: 11

Key: C

Learning Results: Economics C-2

Comparative Systems

- C Students will analyze how different economic systems function and change over time. Students will be able to
- 2 compare strengths and weaknesses of the market economy with other economic models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth.

“Upon this a question arises: whether it be better to be loved than feared or feared than loved? It may be answered that one should wish to be both, but, because it is difficult to unite them in one person, [it] is much safer to be feared than loved. . . .”

Niccolo Machiavelli in *The Prince*

12. Which of the following twentieth-century world leaders would **best** fit Machiavelli’s description above?
- A. Joseph Stalin
 - B. Winston Churchill
 - C. Franklin Roosevelt
 - D. Mahatma Gandhi

MC#: 12

Key: A

Learning Results: History C-1

Historical Inquiry, Analysis, and Interpretation

- C Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events. Students will be able to
- 1 evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue.

13. In which country is the majority of the population Muslim?
- A. Brazil
 - B. India
 - C. Japan
 - D. Saudi Arabia

MC#: 13

Key: D

Learning Results: Geography B-2

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment.
Students will be able to
- 2 explain patterns of migration throughout the world.

- The president, as commander in chief, can send troops to a foreign country.
 - Congress influences foreign aid by the amount of money it includes in the budget for foreign aid.
 - The president's secretary of state is responsible for United States relations with foreign countries.
14. Which of the following is the **best** conclusion that can be made from these statements?
- A. The power to make foreign policy is divided between the legislative and executive branches.
 - B. The president has complete responsibility for foreign policy.
 - C. The power to make foreign policy is divided between the president and the Cabinet.
 - D. The Congress has more influence than the executive branch in making foreign policy.

MC#: 14

Key: A

Learning Results: Civics and Government D-1

International Relations

- D Students will understand the political relationships among the United States and other nations. Students will be able to
- 1 analyze the processes used to develop foreign policy.

15. The United States government influences the economy in many ways. One action the government takes is to make consumer protection laws. Which of the following is the **best** example of a consumer protection law?
- A. People must register before they vote.
 - B. People cannot discriminate on the basis of race.
 - C. Companies must test new medical drugs before they can be sold.
 - D. Companies cannot force people to work in unsafe conditions.

MC#: 15

Key: C

Learning Results: Economics B-2

Economic Systems of the United States

- B Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to
- 2 identify and analyze the role of government in the United States economic system (e.g., taxing, spending, setting interest rates, regulatory policy).

2000 Federal Budget	Spending (\$ billions)
Physical, Human and Community Development	140
Medicare and Medicaid	217
Interest on the Debt	236
National Defense and International Affairs	284
Social Security	413

16. The government rarely collects enough money from taxes to provide all of the services and programs people want. Which category of spending would have had the greatest direct economic effect on low-income people if its monies were cut?

- A. Physical, Human, and Community Development
- B. Medicare and Medicaid
- C. Interest on the Debt
- D. National Defense and International Affairs

MC#: 16

Key: B

Learning Results: Civics and Government B-4

Purpose and Types of Government

- B Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to
- 4 assess the tension between the public's need for government services and the varying availability of revenue through taxes at the local, state, and federal levels.

17. Listed below are foreign policy agreements by various countries.

- Appeasement
- Rome-Berlin Axis
- Atlantic Charter—Four Freedoms
- Nonaggression Pact
- Lend-Lease Act

With which event are all these agreements associated?

- A. World War I
- B. World War II
- C. Korean War
- D. Vietnam War

MC#: 17

Key: B

Learning Results: History A-1

Chronology

- A Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to
- 1 identify and analyze major events and people that characterize each of the significant eras in the United States and world history. (See suggested eras below.)

Eras in United States History

- The Americas to 1600
- The Colonial Era, 1500–1754
- The Revolutionary Era, 1754–1783
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- Depression and The New Deal, 1929–1941
- World War II and Post War United States, 1939–1961
- Contemporary United States, 1961–Present

Eras in World History

- Emergence of Civilization to 1000 BC
- The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC–600 AD
- The Expansion and Interaction of Civilizations, 600 AD–1450 AD
- The Early Modern World, 1450–1800
- The World in the Nineteenth Century
- The World in the Contemporary Era

18. Which condition is **least** likely to contribute to revolution within a country?
- A. when economic and political influence are evenly distributed
 - B. when major businesses and natural resources are owned by foreign companies
 - C. when there are income gaps between social classes
 - D. when one group has most of the political power

MC#: 18

Key: A

Learning Results: History B-4

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 4 demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).

19. You are doing research for a geography report and you find a recent daylight satellite photograph of Africa. This would be **most helpful** for determining
- A. patterns of human migration.
 - B. data about population density.
 - C. boundaries of natural regions.
 - D. shifts in agricultural land use.

MC#: 19

Key: C

Learning Results: Geography A-2

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 2 appraise the ways in which maps reflect economic, social, and political policy decision making.

“Conflicts over religion and resources have shaped the history of these Middle Eastern countries.”

20. Which group of countries is **best** described by the statement?
- A. Kenya, Nigeria, Zaire
 - B. Iran, Israel, Syria
 - C. Costa Rica, Mexico, Nicaragua
 - D. Indonesia, Myanmar, Thailand

MC#: 20

Key: B

Learning Results: Geography B-4

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment. Students will be able to
- 4 explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions.

21. The prices of similar goods or products can vary greatly. For example, one music CD might cost \$3.99, while another costs \$16.99.

Using **economic** terms, fully explain **three** reasons why the price of a good or product can vary so much.

CR#: 21

Learning Results: Economics A-1

Personal and Consumer Economics

A Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to

1 conduct a cost benefit analysis of a personal or business decision.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	<p><i>General:</i> Student response reflects an in-depth understanding of economic concepts and the factors affecting price.</p> <p><i>Specific:</i> Response gives an in-depth explanation of three distinct reasons why prices differ. Economic terms are used correctly and are clearly related to reasons for price differences.</p>
3	<p><i>General:</i> Student response reflects a general understanding of economic concepts and the factors affecting price.</p> <p><i>Specific:</i> Response gives a general explanation of three distinct reasons why prices differ. Economic terms are used correctly and are related to at least two of the reasons for price differences.</p>
2	<p><i>General:</i> Student response reflects a limited understanding of economic concepts and the factors affecting price or student does not fully answer the question.</p> <p><i>Specific:</i> Response gives a limited explanation of at least two reasons why prices differ. (limited = just using an economic term, but not explaining how it affects price or explaining what affects price, but not using any economic terms)</p> <p>OR</p> <p>Response gives a thorough explanation of one reason why prices differ and ties the reason to an economic term.</p>
1	<p><i>General:</i> Student response reflects a minimal understanding of economic concepts and the factors affecting price.</p> <p><i>Specific:</i> Response gives an explanation of at least one reason why prices differ. No economic terms are mentioned.</p> <p>OR</p> <p>Response gives one or more relevant economic terms with little or no explanation.</p>
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #21

Why Prices Vary

- supply
- demand
- costs
- profit
- scarcity
- competition

Scoring Notes

- Inflation

Cost-push inflation

- costs of the factors of production increase
 - shortage of labor forces labor costs to increase or need to hire more employees
 - costs of materials/natural resources change
- production costs increase
 - utility, transportation, or marketing costs increase
- government actions increase costs
 - taxes increase
 - minimum wage goes up
 - new laws relating to safety or the environment raise costs

Demand-pull inflation

- high market demand for the product raises the price

- Supply and Demand
- Competition
 - increase in competition will lower the price
- Sales/loss leader-sales to increase demand for product
- Increase profit margins
 - company needs to make more money
- Use of new costly technology or improved product

21.

4

The price of goods is often determined by its demand. Something that may be relatively cheap in one place can cost much more in another because it is in higher demand. Businesses know that the product will sell, so they raise the price. Depending on where a product is made, it can cost much less or more to manufacture. American goods could cost more than goods made in Japan. Natural resources in Japan and workers willing to work for less wages would cause the Japanese product to cost much less than the American one. Another factor is the supply of a good. If something is in extensive supply, the price may be lowered to get rid of it easily. If something is limited, the price will go up to insure that the product is not depleted.

A price of a good/ product varies based on the supply of the product, the demand for the product, and the cost to make the product. Using the example of the CDs, the one which cost \$3.99 may have a low demand - few people want it, so in order to sell more, the price is lower. The \$3.99 CD probably also had a low production cost because if the CD is not going to have ^{as} many potential buyers as the \$16.99 CD, then the overall cost should be reduced. Likewise, a CD which has a famous artist will probably have a higher production cost (they use more songwriters, more time, more technology) in anticipation that because the demand for the product will be high, the company can sell it for a higher price and make a profit. In essence, supply, demand and cost of production determine prices.

The prices of the product can change so much because if the product is in a high demand the consumer is willing to pay a higher price. Another reason a cd. might vary a lot in price is if they only had a limited supply of them. IF they had a large supply of the cd. and not a whole lot of people were interested then they would lower the price. IF the singer was from a different country and they had to pay a large shipping fee, that also might be a reason prices might be high for that C.D.

1) Where the CD was manufactured is important. If the CD is made outside the U.S., chances are it was crafted by grossly underpaid workers, thus it didn't cost as much to make and is much cheaper.
 2) If the CD is purchased from a wholesaler, it is cheaper than buying retail because the retail process adds more costs to the product.
 3) The demand for the music on the CD dictates its price also. If it is very popular, the price is fairly big, but accessible to many people. If it's not very popular, it may either be overpriced and purchased by a specific group of people, or underpriced to attract buyers.

21.

2

Usually there is a higher demand on newer cds. The more popular, the more higher demand, the more money. For a new Madonna cd or maybe the new Destiny's Child cd it will prolly be about 16-18 dollars. Where Ronnie Milsap cd will be about 5 dollars. Thats because more people will want Madonna and Destiny's Child. Ronnie Milsap is old. There is a much higher demand and more sold for newer and popular cd's.

21.

2

Supply & Demand - if the demand is great than supplies will be lower and prices higher.

Popularity - if the item is new & people like it then products will be greater in price because they know they can get outrageous prices for it.

Availability - If the product is rare or hard to get, people will tend to pay higher prices to get it, if thats what they want.

21.

1

It depends on the supply of the product and the demand for it.

21.

1

Three reasons why the price of a good product can vary because what the product is made with the number of product they have and how easy it is to make the product.

22. The Industrial Revolution, which took place in the 1700s and 1800s, was a turning point in the history of the United States and Western Europe.
- Briefly describe what the Industrial Revolution was.
 - Fully explain **three** examples of how the Industrial Revolution changed the social and/or economic lives of people. Be sure to include historical details in your explanation.

CR#: 22

Learning Results: History B-1

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 1 demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to:
- | | |
|-------------------------------|-----------------------|
| Industrialization | The Great Depression |
| The Cold War (and its ending) | WWI and WWII |
| The Vietnam Era | Civil Rights Movement |
| Watergate | |

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	<p><i>General:</i> Response reflects an in-depth understanding of the effects of the Industrial Revolution on the economic and/or social lives of people.</p> <p><i>Specific:</i> The response gives a complete and accurate answer for all four parts of the question, a brief description of what the Industrial Revolution was (1), and a complete explanation of three examples of how the Industrial Revolution changed the social and/or economic lives of the people (3). Explanation includes accurate and relevant historical details.</p>
3	<p><i>General:</i> Response reflects a general understanding of the effects of the Industrial Revolution on the economic and/or social lives of people.</p> <p><i>Specific:</i> The response gives a general answer for all four parts of the question.</p> <p>OR</p> <p>Response gives an accurate and complete answer for three parts of the question but a limited answer for the other part.</p>
2	<p><i>General:</i> Response reflects a limited understanding of the effects of the Industrial Revolution on the economic and/or social lives of people or response does not answer all parts of the question.</p> <p><i>Specific:</i> The response gives a very limited answer for all four parts of the question.</p> <p>OR</p> <p>Response answers only three parts of the question, but gives general answers.</p> <p>OR</p> <p>Response gives good answers for at least two parts of the question.</p>
1	<p><i>General:</i> Response reflects a minimal understanding of the effects of the Industrial Revolution on the economic and/or social lives of people.</p> <p><i>Specific:</i> The response answers at least one part of the question.</p>
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #22

Part a.

Description of Industrial Revolution has to say more than “new technology and rapid change.” This description could fit any period in history.

(agricultural to industrial—machines in factories to mass produce goods)

Part b.

The focus should be on how the Industrial Revolution changed the social and/or economic lives of **people**.

A “4” must include specific historic details and focus on explanation of social and **economic** changes in **people’s** lives.

A “3” may not include specific historic details.

22.

4

A) The industrial revolution was a time when everything was becoming mechanized and many new inventions were released. Factories became much more prevalent especially in the north and during this time rail roads began to thrive.

B) Expansion of railroads gave people the ability to travel more and in a safer manner, it also allowed products to be shipped further away and with the invention of the cooled train car meat could be shipped already butchered instead of alive. People were able to get jobs in factories who before could not find jobs, women and children worked in the factories, also foreign immigrants. In the South inventions like Whitney's cotton gin and Deere's steel plow made farming easier and less labor intensive.

The Industrial Revolution, which took place in the 1700 + 1800s was a turning point in the history of the United States because it completely changed how people lived and worked. Prior to the Industrial Revolution work was done on a very small scale and goods were made in the home or by butchers, bakers, etc. The primary source of income was from small farms. Technological advances, in the Industrial Revolution made it possible to build factories that could mass produce goods. This completely changed the economy and how people bought & sold goods. The railroads built in the mid-1800's made it possible to send goods to other parts of the country. The IR changed social aspects as well. With factories being built up towns & cities were being formed and people moved from the country to the cities to get better paying jobs. People were now living closer together & families were working many hours. American families were working out of the home for the first time. The IR also impacted people socially because there were no worker's rights or safety regulations. The began the start of the Union in the very late 1800's to early 1900's. The IR greatly changed the way of life in the US & Europe.

a. The Industrial Revolution was a time when the U.S. began to steer in a new direction with the economy. Away from the agriculture and to the mills. It was a time for new inventions, like the steam engine, and for new industries to emerge.

b. People began to flock to cities to get in on the new industrial trend. They moved from the rural farms to the city for jobs. In a time when the agricultural economy was in a slight decline, it was possible for these people to earn a better dollar by becoming industrialized. Another change to people was the increase in child employment. Children worked long, hard hours, at places like the Lowell Mills, in dangerous conditions.

a. The Industrial Revolution was a massive technological advance that modernized machinery, streamlined manufacturing techniques, and lured people to the cities.

b. As people began rushing into the cities to seek better wages, the living standard in those cities dropped. Many immigrants came from Europe and found themselves stuck in slums. As more people came to fill the jobs, wages went down due to the large number of applicants. Due to these wages, parents often allowed children to work in factories, where they suffered from poor conditions and dangerous machinery.

The industrial revolution was a turning point in history. It was when people started inventing new things and inventions to help people work. The industrial revolution changed the economy because it helped people work less for more money and products because of the new machines.

Because of the machines more jobs were hired and more people moved to an area to work. The industrial revolution built our economy. Socially the industrial revolution brought more people together in one community.

The Industrial Revolution was a time in which most Americans first began using machinery and new technologies to produce goods. Prices of goods went down drastically because there was a very large supply of these goods. These new technologies gave new jobs to people, and it also made labor not as harsh as it was before because all of these new machines did the work instead of the factory workers.

22.

1

- a) It was when they started making machines to do the jobs of the people or "farmers". All the people were flocking to the cities to work in factories.
- b) People were leaving their homes to go work in the factories.

22.

1

- a) it was when our country became industrial and began to create factories that produced goods
- b) 1) more trade
2) more
3) more jobs

23. Changes in weather or climate can have a major effect on regions. The Northeast has had below average snowfall the last few winters. Consider what would happen if Maine had **two** times its average snowfall next year.

Choose **two** of the areas listed below.

- government income and spending
- business sales and profits
- Maine teenagers

For **each** area you choose, give a complete explanation of **one** positive **economic** effect and **one** negative **economic** effect. Be sure to explain the connection between increased snowfall and the economic effect you are describing.

CR#: 23

Learning Results: Geography B-1

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment.
Students will be able to
- 1 explain factors which shape places and regions over time (e.g., physical and cultural factors).

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	<p><i>General:</i> Student response reflects an in-depth understanding of the effects of nature (snowfall) on various parts of the economy.</p> <p><i>Specific:</i> Response fully explains the connection between increased snowfall and four important economic effects (one positive effect and one negative effect for each area). Effects are reasonable, accurate, and fully explained.</p>
3	<p><i>General:</i> Student response reflects a general understanding of the effects of nature (snowfall) on various parts of the economy.</p> <p><i>Specific:</i> Response gives a general explanation of the connection between increased snowfall and four economic effects (one positive effect and one negative effect for each area).</p> <p>OR</p> <p>Response gives a complete explanation of the connection between increased snowfall and three economic effects.</p>
2	<p><i>General:</i> Student response reflects a limited understanding of the effects of nature (snowfall) on various parts of the economy or student does not answer all parts of the question.</p> <p><i>Specific:</i> Response gives a limited explanation of the connection between increased snowfall and three or four effects. (Limited = effects not very important, response does not really explain connection between increased snowfall and effect, or the same effect is used twice)</p> <p>OR</p> <p>Response gives a full explanation of the connection between increased snowfall and two economic effects.</p>
1	<p><i>General:</i> Student response reflects a minimal understanding of the effects of nature (snowfall) on various parts of the economy.</p> <p><i>Specific:</i> Response gives a general explanation of at least two effects.</p> <p>OR</p> <p>Response gives a full explanation of the connection between increased snowfall and one economic effect.</p>
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

23.

4

If Maine had two times its average snowfall next year, two areas that would be affected would be business sales and profits and Maine teenagers. One positive economic effect on business sales and profits would be that businesses that sell things like snowshoes, skis, and snowmobiles would make more of a profit because people would be buying these things for the extra snow. One negative effect would be that they wouldn't have as many customers because the snowy roads and conditions would keep them in their houses and away from the stores. One positive effect on Maine teenagers is that they could shovel snow and make money doing it, which would make them more economically well-off. One negative effect would be that the snow might prevent them from getting to their normal jobs. In both areas, the snow could have negative and positive economic effects, which might end up balancing each other out.

a. If Maine has two times its average snowfall next year, it would be both good and bad for Maine teenagers. One positive economic effect would be that there would be more chances to earn money by shoveling driveways. However, a negative economic effect would be the fact that inexperienced drivers could not know how to drive in these conditions and could get in accidents, bumping the already inflated insurance rates even higher. b. Snow would help business sales in stores that sell skiing gear and shovels, but on the negative side, the gas companies would have less business, b/c of the less driving being done on the extreme conditions.

- Business Sales and Profits: If Maine were to receive two times its average snowfall, those businesses associated with winter sports and clean-up would be immensely profitable. The automobile, skiing, and snow-shoeing companies would experience a huge increase in income. As would any plowing service, or snow-blower companies. The increase in snowfall would have an \uparrow effect on such businesses as restaurants and movie theaters, as people would probably not be leaving their homes as much.
- Maine Teenagers: It would be a 50/50 bet as to how it affected teens. Those teens who were into winter recreation would have a fun, active winter. Those who played or skated would have a highly profitable winter. But those who lived for the warmer months would have a boring, draw-out winter as they would be snowed in.

If Maine had twice the average snowfall it would produce both positive and negative effects. The government would have to spend more money on snow removal, decreasing the amount of money to spend on other things. It would benefit from the increase in sales tax taken in from the ^{hitters, shovels, and plows.} Some businesses would lose customers who did not wish to travel out. Ski resorts and some other businesses would gain profit with the increase in outdoor activities.

If snowfall was to double, it would greatly affect both business sales and profits, as well as Maine teenagers. It would effect business sales positively because more snowmobiles, skis, and other snow supplies will be bought. It will also affect other businesses negatively because there is more snow on the roads, some people might not want to drive to the store.

Snowfall doubling would affect teenagers positively because there will be more school cancellations (could be a negative for some kids) and they will be able to do more outdoor recreation activities like snowboarding, sliding, and snowmobiling. It will have a negative effect because more teens will be getting in car accidents due to the slippery roads.

Businesses sales and profits - they would receive more money for the needed supplies but they would also raise the price since everyone would need them. The supply and demand could be overwhelming.

Government income and spending they would need to get more sand for the roads, more time for the plowers, and the value would go up because of needed substances. On the other hand, people would benefit from this - safety.

The harsher the weather, the more spending needed. On sand and plowers.

23.

1

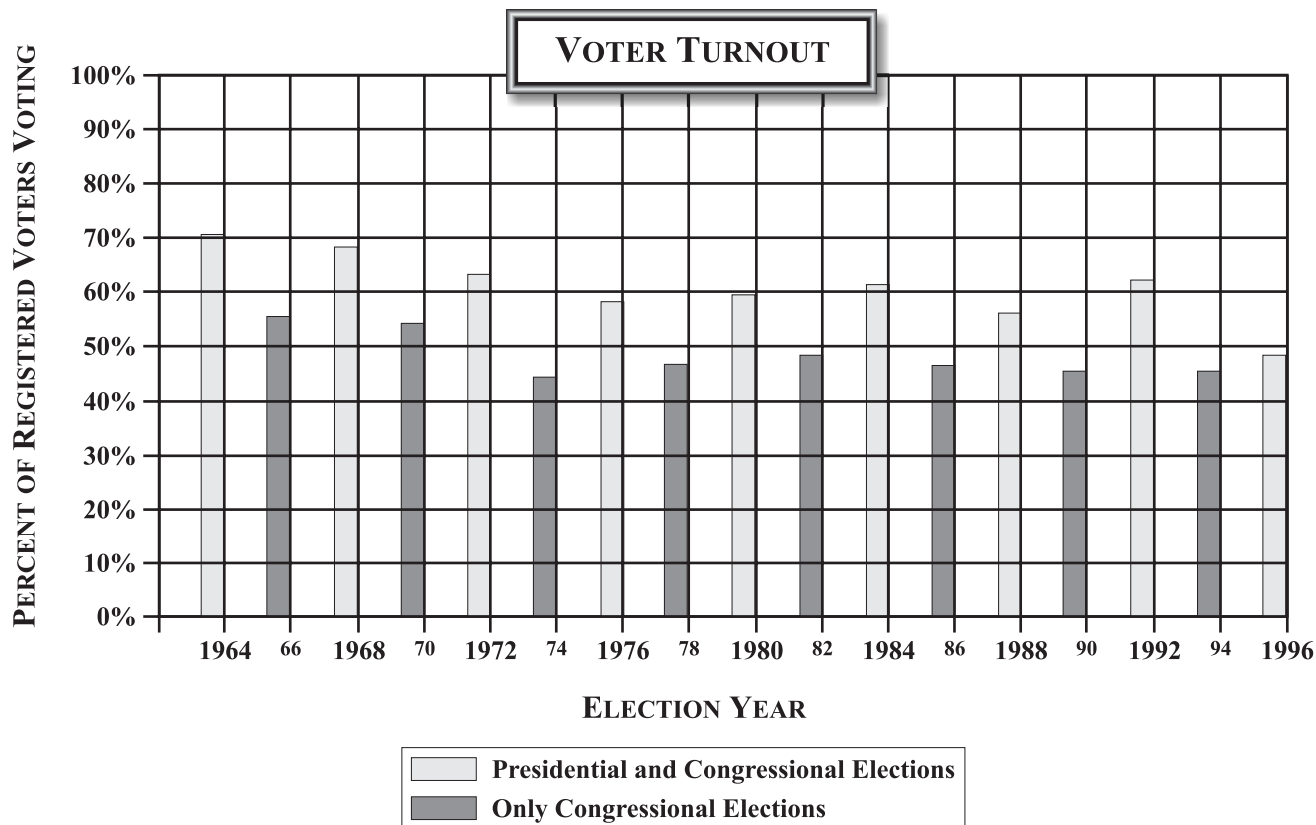
If Maine had 2 times the amount of snow as usual, the government using and spending would increase because the roads and business that would need to be taken care of more often. Although income might be higher, the tools used would need to be fixed and changed more often. As for Maine teenagers, many would be happy^{to} be able to continue and take part in winter sports but it would also put a limit to summer vacation and summer sports. School would be canceled more often and the snow would take longer to melt.

23.

1

The government money would be spent on cleaning up the streets and removing snow to other areas.

Businesses would take in more money due to tourists, but we would be overrun with tourists.



24. a. Describe the trend the graph shows in the percentage of voters taking part in elections between 1964 and 1996.
- b. Explain **two** reasons for this trend.
- c. Describe **one** effect this trend has had on elections.

CR#: 24

Learning Results: Civics and Government A-4

Rights, Responsibilities, and Participation

- A Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to
- 4 demonstrate an understanding of the processes of voter registration and voter participation.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	<p><i>General:</i> Student response reflects in-depth understanding of factors that influence voter participation.</p> <p><i>Specific:</i> Response states that voter participation has fallen, fully explains two reasonable and important reasons for this fall and clearly describes one important effect this has had on elections.</p>
3	<p><i>General:</i> Student response reflects a general understanding of factors that influence voter participation.</p> <p><i>Specific:</i> Student gives general responses for all three parts of the question. The reasons and/or effect may not be fully explained or may not be important.</p>
2	<p><i>General:</i> Student response reflects a limited understanding of factors that influence voter participation or student does not answer all parts of the question.</p> <p><i>Specific:</i> Student gives a limited response for all three parts of the question.</p> <p>OR</p> <p>Student gives a good answer for two parts of the question.</p>
1	<p><i>General:</i> Student response reflects minimal understanding of factors that influence voter participation.</p> <p><i>Specific:</i> Student gives a minimal response for all three parts of the question.</p> <p>OR</p> <p>Student answers one part of the question correctly.</p>
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #24

- Part a.**
- percentage of voters has declined
- Part b.**
- people fed up with corrupt politicians
 - politicians never do what they say
 - my vote won't make any difference
 - people don't know how to actually vote
 - people don't know about the candidates or issues
 - people too busy—no time
- Part c.**
- small number of people actually making decision—25%
 - people who don't vote (young, poor, and minorities) don't have much influence

24.

4

Ⓐ Between 1964 and 1996, there has been roughly a 20% decrease in ^{voters for} the Presidential elections and a 10% decrease in voters for the congressional race.

Ⓑ There are two reasons for this trend, the first is an increase in scandals (due to intense media coverage) in politics thus creating a general lack of interest in voting. Second is the lack of candidates that are charismatic and appealing. Clinton in 1992 appeared to be just what the country needed and about 62% voted during the election. After scandals broke in 1996, however, the voters dropped to below 50%.

Ⓒ One effect that the low voter turn out has had on elections is that it has affected their outcome significantly. Today whoever is able to get their message out to the most people usually wins despite the fact that their may be a better candidate, that isn't able to reach as many people so he/she loses.

(a) Voter turnout rates for both presidential and congressional elections fell between 1964 and 1996.

(b) One possible explanation of this trend is a lack of huge issues in recent years. The sixties saw the Civil Rights Movement and the Cold War, both heated issues to which different candidates had different attitudes. Today the big issues include social security and health care, things that it is hard to get too worked up about. Also, with more Americans working longer hours, few take the time to make the time to get to the polls.

(c) An obvious effect of low voter turnout is underrepresentation in politics. If people do not vote, officeholders do not reflect the public's views, and Democracy does not function as intended.

A) The trend that the graph shows is a decline in the percentage of active voters in elections.

B) One reason is that people are less informed about politics and therefore don't know how they should vote. Another reason is that voters may not care for candidates and therefore don't vote at all. Some people just don't take the time.

C) A consequence is that people end up getting somebody in office that they didn't want there because they, and others like them, did not vote.

The percentage of voters taking part in elections has gone down since 1964, from about 70% to about 48%.

Two reasons for this trend are people work and when they get home they're too lazy to vote. Another reason is because they don't know enough information about the candidates to make a choice.

One consequence of this trend is that the people's voice isn't being heard. So, possibly the wrong President is being elected.

24.

2

A) The graph shows a decreasing amount of voters who are voting for both president and congress. It also shows that more people vote for President than for members of Congress.

e) This could be caused by the citizens of the country to not care as much for who is their congress person, but they care more about who will be their president. Also, it could be caused by an increase of people who don't care about who wins elections.

o) A consequence to this is that the percentage of voters could drop to a very small number.

24.

2

A. The graph shows that the percent of voters has declined it is now under 50%. B. One reason for this trend is lack of interest and adults today have "better things to do" another reason is that people believe that their vote doesn't matter. C. The elections are going to be closer than ever causing it to take longer to vote in a president.

24.

1

A.) Less people are taking part in presidential elections.

B.) The people may not like the candidates, or don't believe their vote matters.

C.) Elections are not as helpful as they used to be and at some point may be unnecessary.

24.

1

a. the presidential election was always higher than the congressional election.

b. the presidential election is more important to people.

c.

25. You are writing a report on a current world crisis. What would most likely be the **best** source for information on recent developments?
- A. dictionary
 - B. magazine article
 - C. fiction book
 - D. encyclopedia

MC#: 25

Key: B

Learning Results: History C-4

Historical Inquiry, Analysis, and Interpretation

- C Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events. Students will be able to
- 4 compare and contrast the reliability of information received from multiple sources (e.g., newspapers, radio or TV, biography, historical narrative) to assess an historical issue.

26. Nations have a comparative advantage when they are able to produce a product at a lower cost than another country. Which country would **most likely** have a comparative advantage in selling the product mentioned?
- A. tea grown in England
 - B. steel produced in Afghanistan
 - C. rice grown in Canada
 - D. oil produced in Saudi Arabia

MC#: 26

Key: D

Learning Results: Economics D-1

International Trade and Global Interdependence

- D Students will understand the patterns and results of international trade. Students will be able to
- 1 demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner.

27. Agriculture is difficult in Japan because much of the land
- A. is mountainous.
 - B. is forested.
 - C. receives little rainfall.
 - D. lies below sea level.

MC#: 27

Key: A

Learning Results: Geography B-1

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment.
Students will be able to
- 1 explain factors which shape places and regions over time (e.g., physical and cultural factors).

The court ruled unanimously that, “guarantee of counsel is one of our fundamental rights . . . In our system of criminal justice, any person who is too poor to hire a lawyer, cannot be assured a fair trial . . .”

1963 *Gideon v. Wainwright*

28. In the Gideon decision, the Supreme Court was protecting which constitutional right?
- A. religious and political freedom (Amendment 1)
 - B. freedom from unreasonable search and seizure (Amendment 4)
 - C. rights of the accused (Amendment 6)
 - D. right to a jury trial in civil cases (Amendment 7)

MC#: 28

Key: C

Learning Results: Civics and Government C-7

Fundamental Principles of Government and Constitutions

- C Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to
- 7 examine civil rights issues related to well-known Supreme Court decisions.

40. The religions listed below have had a major impact on world history.

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism

- a. Choose **one** religion and write your choice.
- b. Answer **either** question 1 or question 2 below, **not both**.
 - Question 1: What was the origin or beginning of the religion you chose?
 - Question 2: What are two major beliefs of the religion you chose?
- c. Explain **two** important ways the religion you chose has had an impact on world history. Be sure to include specific historic details.

CR#: 40

Learning Results: History B-5

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 5 explain how different ways of knowing and believing have influenced human history and culture.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	<p><i>General:</i> Response reflects an in-depth understanding of one of the world's major religions.</p> <p><i>Specific:</i> The response gives an accurate and complete answer for all three parts of the question, either the origins of the religion or two important beliefs (1) and two ways the religion has impacted world history (2).</p>
3	<p><i>General:</i> Response reflects a general understanding of one of the world's major religions.</p> <p><i>Specific:</i> The response gives a general answer for all three parts of the question.</p> <p>OR</p> <p>Response gives an accurate and complete answer for two parts of the question and a limited answer for the third part.</p>
2	<p><i>General:</i> Response reflects a limited understanding of one of the world's major religions or student does not answer all parts of the question.</p> <p><i>Specific:</i> The response gives a minimal answer for all three parts of the question.</p> <p>OR</p> <p>Response answers only two parts of the question, but gives general answers.</p>
1	<p><i>General:</i> Response reflects a minimal understanding of one of the world's major religions.</p> <p><i>Specific:</i> The response gives a good answer for one part of the question.</p> <p>OR</p> <p>Response gives a minimal answer for two parts of the question.</p>
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #40

Focus for scoring is on part c, especially at the “3” and “4” level.

40.

4

Islam began as a result of one man's determination and belief. The prophet Mohammed, who I believe was living in what is now Saudi Arabia, liked to wander in the hills, and while he was out there, he recieved many visions that seemed to come from god, or Allah, urging him to begin a more pure religion. Mohammed spread the word, though at first few excepted what he said. Eventually his popularity grew and the city leaders began to fear him. He was exiled, but eventually returned with more supporters and led defensive wars against his enemies who sought to destroy him and his followers. The won against the odds and were eventually able to re-take Meca and set up what is now the dominant religion in the middle east. Long after Mohammed's death the religion grew in power. Their empire out from Saudi Arabia across North Africa and even up into Spain. Their technological advances in buildings and war machines influenced the development of Europe, as did their spices and bright clothes. Even ~~After~~ after the Moors were driven out of Spain and Africa, the religion still lingers in North Africa, from Morocco to Egypt. And of course Islam has come to play the scapegoat for many countries who fear their eccentricities, although most Islamic people are normal, healthy-minded people. Don't judge a civilization on its crazies.

a. Buddhism

b. The origins of Buddhism are derived from the teachings of Buddha and the lessons learned by his followers. The religion itself began in Asia thousands of years ago with the teachings of a man, not a god, known only as Buddha. Over time Buddhism spread all over Asia to China, with a current religious concentration in Tibet and most of all Lhasa. Buddha led people to live in simplicity and thrive without the aid of material possessions; even as far back as Buddhism's introduction, the religion has always promoted peace and Buddha taught people to seek solutions nonviolently. Although Buddhism has its roots in Asia, it has spread worldwide and is growing more and more popular. c). Buddhism has in many ways affected world history, mostly because of its consistent promotion of peace. When China invaded Tibet in the 1950's, Tibetan Buddhists defended their country with violence, which, for them, was the first time in history. The Dalai Lama continues today to win support peacefully for the Tibetan struggle and will continue to dedicate himself to this cause. Others may gain inspiration from this persistence and may realize that using war does not always guarantee success and results in a great loss of life. The secret of Lhasa and the mystery shrouding it also caused a great wave of penetration into the Himalayas in the early 1900's; soon the hidden city of the past had been internationally exposed and exploited by the modern world.

A: Islam. B: The prophet, Muhammad, was like all other prophets, spreading the word of God. Over time, more people believed he was genuine & his followers numbered in the thousands before his death. They conquered Mecca in the name of Islam & today Mecca is considered the Muslim capital of the world. C: The Muslim faith spread rapidly through the middle east & Africa. Many started a Jihad, (Holy War) Against Christians, to reclaim important lands in Israel/Palestine. Today, that conflict continues.

a. I chose Christianity.

b. Q2. Two major beliefs of this religion are the one God and life after death. In Christianity there is only God as the supreme being. It is also believed by Christians that there is a life in heaven, after death for those who obey and honor God's rules.

c. America's main religion was Christianity when the country was new. When immigrants came to America Christianity was introduced to them and many immigrants accepted the new religion. Christianity was also introduced to the Native Americans when they were forced to live on reservations. Christianity was also spread to other countries during wartime. Missionaries would go to warring nations and teach the ways of Christianity to the people living there.

Judaism. Judaism, has many of the same beliefs as Christianity. The have holidays, such as Chanuka, where they have a Minora & light a candle every day for seven days, they have a dradle. There are many traditions. Jewish people were a part of World War II. They were captured & put into Concentration camps, & murdered. This gave sympathy to them after the War, from the world. It changed the way the world saw them.

A. Buddhism B.) Buddhism began with a Prince who was looking for a religion that best suited him. However, he couldn't find one that had everything he wanted; therefore he started his own, Buddhism. He gathered so many followers, Buddhism has become a key religion today, many years later. C.) Buddhism is very peaceful and accepting, attracting many people to it. It does not judge or criticize other religions, nor does it try to force its beliefs on non-Buddhists. The history of Buddhism is one of the most non-violent stories of religion - it should be an example for other conflicting sects.

40.

1

a. Christianity

b. Two major beliefs of Christianity would be that there is a God, and that you will go to either heaven or hell.

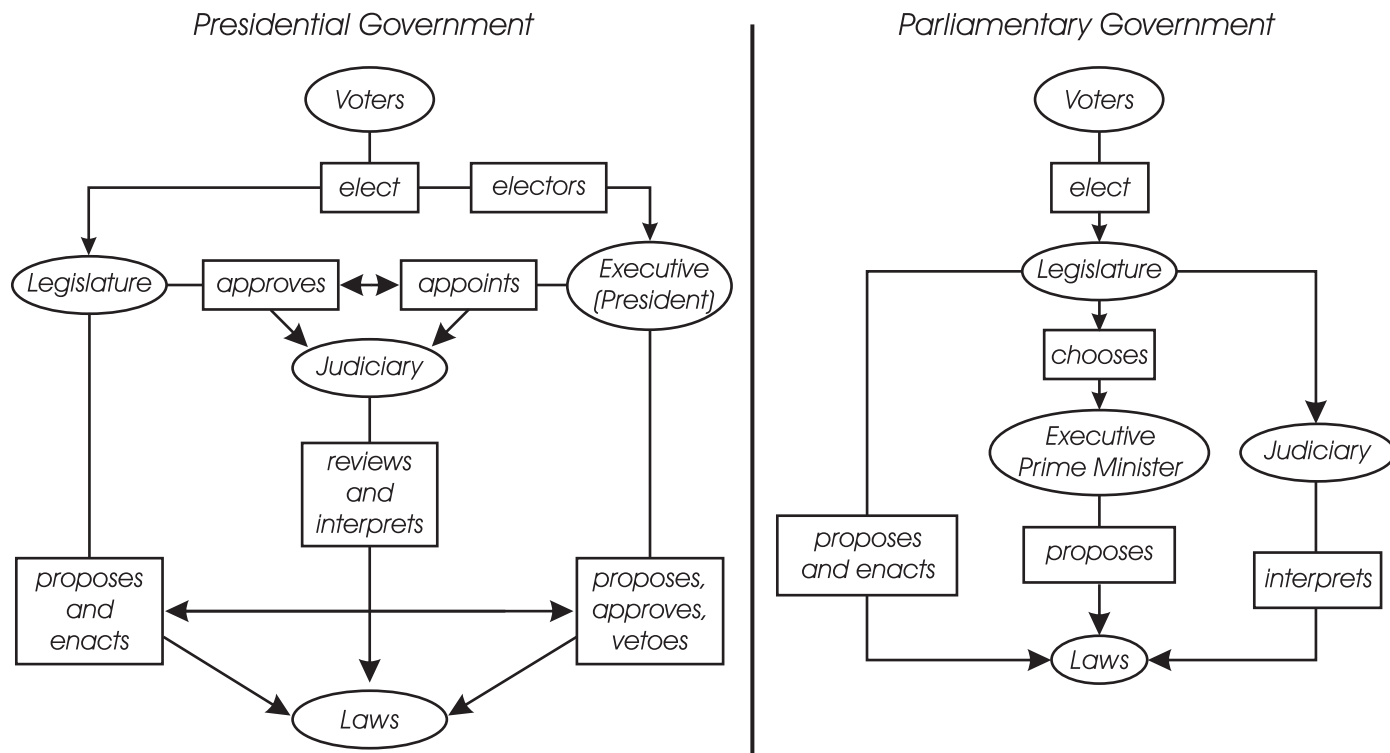
c. Christianity has had an impact on history because it brought about pagan holidays such as Easter and Christmas.

40.

1

I Choose buddhism, one belief is that you need to be one with your self, and self alien t. Budda Would meditate for days so he could live good after life.

Comparison of Presidential and Parliamentary Governments



41. This diagram illustrates the organization of a presidential government (such as the United States) and the organization of a parliamentary government (such as Great Britain).
- Identify which **branch** of the parliamentary government has the most power **and** fully explain why.
 - Identify in which **system** of government, presidential or parliamentary, the voters have the **least** influence **and** fully explain **two** reasons why.

CR#: 41

Learning Results: Civics and Government B-1

Purpose and Types of Government

- B Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to
- compare and contrast the purpose and the structure of the United States government with other governments (parliamentary, dictatorship, monarchy) with respect to ideology, values, and histories.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	<p><i>General:</i> Response reflects an in-depth understanding of differences between a parliamentary form of government and a presidential form of government.</p> <p><i>Specific:</i> The response gives an accurate and complete answer for all four parts of the question, identifying the branch (1), fully explaining why that branch has the most power (1), and fully explaining two reasons why citizens have less influence in that system (2).</p>
3	<p><i>General:</i> Response reflects a general understanding of differences between a parliamentary form of government and a presidential form of government.</p> <p><i>Specific:</i> The response gives a general answer for all four parts of the question.</p> <p>OR</p> <p>Response gives an accurate and complete answer for three parts of the question, but a limited answer for the other part.</p> <p>OR</p> <p>Response gives an accurate and complete answer for three parts of the question, but no answer for the other part. This would be especially true in part b. where there do not seem to be two distinct reasons.</p>
2	<p><i>General:</i> Response reflects a limited understanding of differences between a parliamentary form of government and a presidential form of government or student does not answer all parts of the question.</p> <p><i>Specific:</i> The response gives a very limited answer for all four parts of the question.</p> <p>OR</p> <p>Response answers only three parts of the question, but gives general answers.</p> <p>OR</p> <p>Response answers only two parts of the question, but gives good answers.</p>
1	<p><i>General:</i> Response reflects a minimal understanding of differences between a parliamentary form of government and a presidential form of government.</p> <p><i>Specific:</i> The response answers one part of the question.</p>
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #41

Note: The main focus of the question is on the explanation in part a and part b.

part a.

the legislative branch most powerful

- The legislature proposes and enacts laws.
- The legislature selects the head of government/prime minister (from the majority party in the legislature).
- The legislature appoints the judiciary.
- The legislature has a direct effect on two branches of government—executive and judicial.

part b.

the parliamentary system

- Voters can only elect legislators.
- The legislature selects the head of government/prime minister (from the majority party in the legislature).
- The legislature appoints the judiciary.
- The legislature has a direct effect on two branches of government—executive and judicial—and the voters have no say.

the presidential system

- Voters only elect electors for president and so do not have much say whereas in parliamentary system they elect the legislators who have most of the power in the government.
- The cabinet, which is an important part of the government, is not elected whereas cabinet ministers in England are elected members of parliament.
- The law-making process is so complicated with checks and balances that the voters really have little influence.

41.

4

A. The legislative branch of the parliamentary government has the most power. The legislature has the most power because they chose the Executive Prime minister who proposes laws but they are also allowed to propose laws themselves. They also elect the Judicial branch so once the legislature is chosen they have full power over the government.

B. The voters have the least influence in a Parliamentary government because they can only elect one branch of the government while a Presidential Government elects 2. Voters in a Presidential Government elect their president who has the power to veto the legislature's laws, in a Parliamentary government only the Judiciary branch has veto power.

- a. The legislative branch has the most power, because they are able to choose their executive, choose the judiciary, and propose and enact laws. This is contrasted with the Judiciary branch which just interprets laws and the Executive which just proposes laws. It could be argued that the voters have the most power, depending on how long legislative terms are, but this isn't shown on the chart.
- b. The voters have the least power in the parliamentary system because although they have a part in voting on the legislature, they have no part in voting on their executive. Also they have least influence because much of what the legislature and executive do is unchecked. The presidential system is checked at every level making sure one branch doesn't have too much power.

41.

3

Legislature has the most power in a parliamentary government because they choose the Prime Minister as well as propose and enact laws. In a Parliamentary government voters have the least influence because they only elect the legislature where as in a Presidential government, voters elect the president and the legislature.

41.

3

In the Parliamentary government, the legislative group has the most power because they choose the Prime Minister & enact the laws. In the parliamentary system the voters have the least influence because the only position they elect is the legislature & the legislature chooses all the other positions.

The legislative branch has the most power because they get to choose who the prime minister is. Parliamentary governments have the voters with less influence because all they get to do is vote for legislature and that's it.

The Legislature Branch has the most power of Parliamentary Government. After the voters elect the Legislatures they decide who the Executive Prime Minister is, The Judiciary, and takes part in deciding the laws. The Judiciary Branch has the least power. This is because they decide, with other branches, what the laws will be. Also, they interpret the law and that has little influence on the final decisions.

41.

1

the judiciary branch has most of the power because they decide what laws are passed and how to uphold these laws.

parliamentary voters can only elect legislature.

41.

1

A. Legislature because they choose the laws directly, and then passed to other people

B. Parliamentary Government because it is about the Parliament not the people, so they have less say.